



2015-2016 AESN Case Study

School: Northern Outreach Program

District: #48 Sea to Sky

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Our focus for this year: How do we make reconciliation an inclusive process?

Other guiding questions:

How do we connect and engage our students in an alternate school setting?

How do we de-colonize education in our setting?

Scanning: Using the four key questions as our guide for ongoing inquiry and reflection every day with our students. Ongoing and constant reflection of where both our students and we as educators are at with our goals and learning journey.

Focus: We were hoping to create an environment where students feel supported in their learning. Believing in themselves, hopeful and having confidence in what they want to do: purpose, passion and options.

Hunch:

- Diversity of student need.
- More support and access to better facilities and learning space.
- Lack of social emotional skills that impact student ability to face challenges in life and school.
- Students and staff need to unlearn old habits and engrained practices.
- The way students are sent to the program is an issue which includes the marginalized perception of our learning space. This is part of the larger issue of marginalization of Aboriginal education.

New professional learning:

- Collaboration with other staff and professionals.
- Self-directed learning.
- Access to cultural education in our class by community members
- Attending professional development opportunities including: First Nations Education Steering Committee (FNESC) conference, Alt Ed. Conference, AESN and NOII conference.

Taking action:

- Soft start to the day.
- Experiential learning opportunities.
- Creating opportunities for relationship building.
- Outreach with students.
- More structure.
- Huge advocacy for the program and increased staff support.
- Getting the word out more into the community.

Checking:

- More support for program.
- Built awareness around our students' needs.
- Re-connected some disconnected students.
- Increased self-confidence and self-awareness.
- Engaged many students in many learning experiences.
- Relationship building.

Reflections/Advice: Relationship building is key and involves breaking down barriers and providing boundaries that are individualized, flexible but also structured.

That by recognizing how little we know, we therefore become more successful in working with our students.

Creating structured boundaries is beneficial for students and staff. This specifically impacts staff burn-out and ability to maintain a balanced presence to hold space for our students

Meeting students where they are at is far more beneficial and efficient than thinking we are going to pull them to where you would like them to be.

That tangible and experiential learning is a powerful way to re-engage students in their learning and an accessible way to participate in social emotional and resiliency building opportunities.